

**AGENDA**  
**SEVIER SCHOOL DISTRICT**  
**BOARD OF EDUCATION**  
**SEVIER SCHOOL DISTRICT OFFICE**  
**WEDNESDAY, DECEMBER 9, 2015 – 2:00 PM**

*Welcome*

1. **PRELIMINARY** – *Jack Hansen*
  2. **CONSENT AGENDA – 2:05**
    - A. Approval of Minutes
    - B. Approval of Employee
    - C. Approval of FY 2015 Audit, USOE Annual Financial Report, and USOE Program Report
    - D. Policy Revisions
      1. #2225, Orderly School Termination for Employees – Second Reading
      2. #3077, Transgender Students – Second Reading
      3. #3100, Health Policies – First Reading
      4. #4095, Home School/Online Dual Enrollment – First Reading
    - E. Financial Summary for November 2015  
Checks issued November 2015
  3. **REPORT – 2:15**  
Red Hills Middle School – Selena Terry
  4. **PATRON DIALOGUE – 2:40**
  5. **DISCUSSION – 2:55**
    - A. Items from the Board
    - B. Items from Administration
- BREAK – 3:40**
6. **CLOSED MEETINGS (2) – 3:55**
  7. **ACTION ITEMS**

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Gail Albrecht Assistant Superintendent, at 180 East 600 North, Richfield, Utah, 896-8214, at least three working days prior to the meeting.

## **DECEMBER 9, 2015 – BOARD MEETING**

### **ITEM #2.A. – APPROVAL OF MINUTES**

#### **Pertinent Information**

Minutes from the November 11, 2015, Board Meeting are enclosed for your consideration of approval.

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends approval of the minutes.

NOVEMBER 11, 2015 – TENTATIVE NOTES OF ACTION TAKEN BY THE SEVIER SCHOOL DISTRICT BOARD OF EDUCATION AT A MEETING HELD ON NOVEMBER 11, 2015, AT 3:00 PM IN THE SEVIER SCHOOL DISTRICT OFFICE.

In attendance were Vice President Richard Orr, member Clint Johnson, Superintendent Cade Douglas, Assistant Superintendent Gail Albrecht, Business Administrator Chad Lloyd, and Executive Secretary Krista Nielson.

Jack Hansen arrived at 3:28 p.m.

Stewart Shaver arrived at 4:08 p.m.

Tom Hales was excused.

Also in attendance were Secretary Mavanee Loftus, Richfield Residential Hall Director Cody Workman, teachers Shelly Twitchell, Sharon Bergin, Kimberly Keisel, Rodney Hurd, and student Kandace Alvey.

Vice President Orr welcomed everyone to the meeting.

Cade Douglas offered the reverence and led the group in the Pledge of Allegiance.

ITEM #2. – CONSENT AGENDA. The consent agenda was approved at a later time in the meeting when a quorum was present.

ITEM #2.A. – APPROVAL OF MINUTES. Minutes from the October 7, 2015 Board Meeting and Closed Meeting minutes were approved.

ITEM #2.B. – APPROVAL OF EMPLOYEES. The following individuals were approved for employment: **Sharon Gutzman** for the position of a copy aide at South Sevier High; **Jordan Johnson** for the position of a special needs instructional assistant for Sevier School District; **Sierra Moore** for the position of a computer lab aide and an adult education night school aide at Cedar Ridge High, and **Melissa Mitchell** for the position of a part-time cook at Richfield High.

ITEM #2.C. – STUDENT RECOGNITION The following students were recognized and congratulated on their achievements. A letter of congratulations will be sent to each student.

*Academic All-State Winners*

**Richfield High (3A)**

Jared J. Thalman  
Kandace Rose Alvey  
Jaylon Ashley Steck  
Kellon G. Sandall

Football  
Girls' Tennis  
Boys' Golf  
Boys' Cross Country

**North Sevier (2A)**

Maria Janet Degraffenreid  
Keesha Huntsman

Girls' Cross Country  
Girls' Cross Country

**South Sevier High (2A)**

Bridger Wayne Bagley  
Raina Shirlyn Williams

Football  
Girls' Cross Country

ITEM #2.D.1. – POLICY #3140 MEDICAL RECOMMENDATIONS BY SCHOOL PERSONNEL TO PARENTS – SECOND READING The proposed policy received second reading approval.

ITEM #2.D.2. — POLICY # 2225 ORDERLY SCHOOL TERMINATION FOR EMPLOYEES – FIRST READING The purpose of the revision was to define and clarify career employee status, outline the due process for unsatisfactory performance by career employees, and outline steps for employees right to a hearing.

ITEM #2.D.3. — POLICY #2190 EDUCATOR EVALUATION– FIRST READING The purpose of the formal educator evaluation system of the Sevier School District (referred to as District in this policy) is to insure that the best possible instruction and learning are accomplished and to provide feedback to the educator in order to promote professional growth in conjunction with the educator's plan for professional development. The evaluation process is also intended to establish behaviors that contribute to student progress.

ITEM #2.D.4. — POLICY #3077 TRANSGENDER STUDENTS – FIRST READING The proposed policy was created to foster an educational environment that is safe and free from discrimination for all students, regardless of their gender identity or expression and to facilitate compliance with state and federal laws concerning bullying, harassment and discrimination.

ITEM #2.E. – FINANCIAL SUMMARY. The financial summary for the period ending October 31, 2015, was approved as well as checks issued in October 2015.

ITEM #3. – REPORT – RICHFIELD RESIDENTIAL HALL Richfield Residential Hall Director Cody Workman made a presentation to the board.

Mr. Workman thanked the Board for providing opportunities for students.

Superintendent Douglas thanked Mr. Workman for his working relationship and communication with the District.

President Hansen thanked Mr. Workman for the time and dedication he provides to the students.

**President Hansen called for objections to the consent agenda. Since there were no objections, the consent agenda received Board approval.**

ITEM #4. – PATRON DIALOGUE. There was no patron dialogue.

ITEM #5.A. – DISCUSSION – ITEMS FROM THE BOARD Information was shared about the upcoming Utah State Board of Education (USBA) Annual Conference at the Little America Hotel on January 7-9, 2016.

ITEM #5.B. – DISCUSSION – ITEMS FROM ADMINISTRATION  
**Items from Superintendent Douglas**

Superintendent Douglas invited Board members to attend the Sevier School District Professional Learning Conference on January 4, 2015 at Richfield High School. The keynote speaker will be Adam Saenz, the author of *The Power of a Teacher*. Teachers will attend breakout sessions and receive additional training.

Superintendent Douglas shared the College is 1, 2, 4, or more flyer and played two, thirty second ads that will be aired on the radio informing parents of the numerous learning opportunities available to students. The flyer will be posted in the Richfield Reaper and the Salina Sun.

Superintendent Douglas invited Board members to attend the District wide student improvement day on April 1st at Richfield High. The keynote speaker will be Mark Mero; his message focuses on suicide prevention and anti-bullying.

Superintendent Douglas reported that principals have observed in 266 classrooms so far. Assistant principals and coaches have observed in 65 classrooms.

Superintendent Douglas shared Utah's Master Plan for Technology that was developed to inform the legislators on school needs. He shared changes made to the key components of Sevier School District's technology vision and noted that the plan would help improve technology needs in the District.

Superintendent Douglas shared the Utah State Board of Education (USBA)/ Utah School Superintendents Association (USSA)/ Utah Association of School Business Officials (UASBO) Legislative priorities. The pamphlet lists specific areas of focus including: strategic investments, student advocacy and local governance, and ongoing legislative commitments.

There was a brief discussion about the Utah State School Board election process.

Superintendent Douglas shared the District Goal chart and explained the goal and focus will be on ensuring students learn. He noted that he has ordered the book *Grading Smarter, Not Harder* for principals to share with teachers. The book provides real-life examples of grading solutions developed to allow students every opportunity to demonstrate their learning.

Superintendent Douglas shared a draft of the Educator Evaluation Policy 2190 and Supporting Documents. He explained that the policy outlines the evaluation process, which includes examining multiple lines of evidence, including: self-evaluation, evaluation based on instruction, student data, parent and student surveys, and teacher supplied evidence.

Superintendent Douglas informed the Board about the upcoming Utah High School Athletic Association (USHAA) Board seat reelection. He noted that Richard Orr is currently serving on the Board and recommend he be voted in again to represent Region 13.

**Items from Gail Albrecht**

Mrs. Albrecht shared the Utah System of High Education (USHE) High School Feedback Report with the Board. Information acquired from the report includes: Sevier School District graduates first year of college enrollment, awarded and applied for Regents' and New Century Scholarships, and college performance measures including students required to take remedial math and English courses. The report also provides the same statistical data for low income (free and reduced lunch) first year college students from Sevier School District.

Mrs. Albrecht shared a letter of appreciation she received from an elementary school principal for the technology support they received from Chet Torgersen while visiting their school.

Mrs. Albrecht shared a success story about a kindergarten student who is excited about improving his writing skills.

**Items from Chad Lloyd**

Mr. Lloyd gave an update on the following construction projects:

- North Sevier High School: The project is almost complete; the landscaping will be finished in the spring.
- Richfield High School: Phase 1A masonry is almost complete, the main gym and wrestling room are completely finished.

December Work Session: Mr. Lloyd explained that there would be a work session before Board meeting next month. Once the time of the meeting has been set, the Board will be notified.

ITEM #6. – CLOSED MEETINGS. There was no closed meeting held.

**ITEM #7. – ACTION ITEMS. A motion was made by Richard Orr and seconded by Stewart Shaver to approve the Richfield High School change order #09. Motion passed unanimously.**

**A motion was made at 4:53 p.m. by Clint Johnson and seconded by Richard Orr to adjourn the meeting. Motion passed unanimously.**

*I certify that upon motion duly made, seconded and passed, the Board of Education of the Sevier School District approved the foregoing minutes on the 9th day of December 2015. I further certify that a quorum of the Board was present on both the day covered by these minutes and the day of approval.*

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*Chad W. Lloyd, Business Administrator*

**DECEMBER 9, 2015 – BOARD MEETING**

**ITEM #2.B. – APPROVAL OF EMPLOYEE**

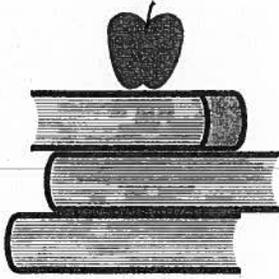
**Pertinent Information**

The following individual is being presented for consideration of employment:  
**Craig Cunningham** as a full-time teacher at the Youth in Custody facility.

**Additional Information Enclosed**

**Administration Recommendation**

Administration recommends approval of the proposed employee.



# **SEVIER SCHOOL DISTRICT**

180 E. 600 N., Richfield, Utah 84701 • 435-896-8214 • Fax 435-896-8804

**CADE J. DOUGLAS, Ph.D.**  
SUPERINTENDENT

**GAIL ALBRECHT**  
ASST. SUPERINTENDENT

**CHAD W. LLOYD**  
BUSINESS ADMINISTRATOR

## **Memorandum**

**To:** Superintendent Douglas  
**From:** Gary Kyhl   
**Date:** November 23, 2015  
**Subject:** YIC Teacher  
Youth in Custody

I support the recommendation that we hire **Craig Cunningham** as a full-time teacher at the Youth in Custody facility. Mr. Cunningham's license and Highly Qualified status have been verified on CACTUS.

Mr. Cunningham will replace Bryce Twichell who took a position at South Sevier Middle School. This position will be for the remainder of the 2015-16 school year. Mr. Cunningham was notified of this prior to accepting the position.

District hiring procedures have been followed. Documents containing interview ratings are on file in the Human Resources Office.

cc: personnel file

**EXCELLENCE IN TEACHING & LEARNING**

**Board of Education:** *Clint Johnson • Jack Hansen • Tom Hales • Don Naser • Richard Orr*

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**Memorandum**

**To:** Superintendent Douglas  
**From:** Gail Albrecht   
**Date:** 11-23-2015  
**Subject:** Youth-in-Custody Teacher  
Sevier School District

I recommend that **Craig Cunningham** be hired as the Youth-in-Custody teacher for Sevier School District for the remainder of the year.

Bryce Twitchell, who has taken another teaching position at South Sevier Middle School, previously held this position. A hiring committee selected Mr. Cunningham from those who applied.

District hiring procedures have been followed in this hiring activity and documents containing interview ratings are on file in the Human Resources Office.

Cc: personnel file

## **DECEMBER 9, 2015 – BOARD MEETING**

### **ITEM # 2.C. – APPROVAL OF FY 2015 AUDIT, USOE ANNUAL FINANCIAL REPORT, AND USOE PROGRAM REPORT.**

#### **Pertinent Information**

The FY 2015 Audit and the USOE Annual Financial and Program Reports were presented in the work session prior to the regular meeting and need to be approved.

#### **Administration Recommendation**

Administration recommends approval of the FY 2015 Audit and the USOE Annual Financial and Program Reports as presented.

**DECEMBER 9, 2015 – BOARD MEETING**

**ITEM # 2.D.1. # 2225, ORDERLY SCHOOL TERMINATION FOR EMPLOYEES — SECOND READING**

**Pertinent Information**

The proposed policy received first reading approval and is included for second reading approval.

**Additional Information Enclosed**

**Administration Recommendation**

Administration recommends approval of the proposed policy.

I. DEFINITIONSCareer ~~Certified~~ Employee

a. Any ~~certified~~ employee of the District who has obtained a reasonable expectation of continued ~~employment based upon District policy is a "Career Employee."~~ A certificated employee who works for the District on at least a half-time basis becomes a career employee upon the successful completion of at least three full consecutive academic school years with the District as a provisional employee and receives the recommendation of status change from his/her immediate supervisor (District may extend the three-year provisional status of an employee up to an additional two consecutive years). If the provisional employee starts after the beginning of the school year, **that school year does not count toward "career employee" status.** ~~he/she must successfully complete that school year plus three other full consecutive academic years before he/she becomes eligible to become a career employee.~~ Successful completion is determined by performance of all contractual duties within standards acceptable to the District. ~~If the provisional employee is placed on probation during the contract year, the time on probation does not count for service toward career status. If the employee because of time on probation reaches three years of service during a contract year, the employee must complete the entire contract year before being eligible for career status.~~

For the purpose of this policy, a certified employee is a person that holds a Level 1, 2, or 3 license as defined in Section 53A-6-103. A person holding a competency-based license is not eligible for career status.

***b. An employee who has obtained a reasonable expectation of continued employment under this policy and then accepts a position with the District which is substantially different from the position in which career status was obtained shall be placed on provisional status following the effective date of their new assignment. If the employee's contract is not renewed in the new assignment, they may be given the opportunity to continue employment with the District in a position of which he/she meets all qualification requirements if such a position is available at the time of the provisional employees non-renewal notice. An employee with career status who is separated from employment with the District and later returns to work with the District shall upon return be a provisional employee.***

*Utah Code § 53A-8a-102 (2015)*

*Utah Code § 53A-8a-201 (2015)*

Provisional ~~Certified~~ Employee

Any **certified** employee who has not achieved career employee status is a "Provisional **Certified Employee.**" **A provisional employee is an employee, who works for the District on at least a half-time basis, hired on an individual, one-year contract and who is not a temporary employee.** A provisional certified employee is hired on individual, one-year contracts. Provisional certified employees have no expectation of continued employment beyond the current one-year contract term. Provisional certified employees are employed at the will of the District and their employment can be terminated at the discretion of the Board of Education except that employees can only be discharged during the term of each contract for cause.

The District may extend the provisional status of an employee up to an additional two consecutive years by written notification to the provisional employee no later than thirty days before the end of the contract term of that individual. Circumstances under which an employee's provisional status may be extended include: ~~(1) having been placed on probation at any time during the first three years of service;~~ ~~(21) less than perfect low scores on a performance evaluation;~~ ~~(32) receipt of complaint(s) or expression(s) of concern from a parent, co-worker, or member of the community that creates uncertainty about the employee's professionalism, performance, or character;~~ ~~(43) declining student enrollment in the district or in a particular program or class;~~ ~~(54) the discontinuance or substantial reduction of a particular service, program, or funding;~~ or ~~(65) budgetary concerns.~~

### **Classified Employees**

Classified employees are all non-certificated employees of the District. The terms and conditions of classified employees are set forth under District Policy 2156.

### **Temporary Employee**

~~Any classified employee who is temporary, seasonal, or who works 15 or fewer hours per week, are temporary employees. Temporary employees also include those who are employed for less than a full term of employment for employees of the same classification. All classified employees are considered temporary employees for the first 120 calendar days of their employment, this being an employment probationary period. An appointment of a temporary employee may not be for a period of time greater than one year. Temporary employees are employed at the will of the District and have no expectation of continued employment and their employment may be terminated at any time without cause. Temporary employees are not career employees or provisional employees as defined by Utah Code Annotated § 53A-8-102 and the policies of this District.~~

{Perry v. Sindermann, 92 S. Ct. 694; Board of Regents State Colleges v. Roth, 92 S. Ct. 2701 (1972); Berube v. Fashion Centre, Ltd., 771 P.2d 1033 (Utah 1989); Utah Code 53A-8-103}

**Temporary employees are all employees employed on a temporary basis or who work 15 or fewer hours per week. Temporary employees also include those seasonal employees who are employed for less than the full academic year. An appointment of a temporary employee may not be for a period of time greater than one year. All classified employees are considered temporary employees for the first 120 calendar days of their employment, this being an employment probationary period. Temporary employees are employed at the will of the District and have no expectation of continued employment and their employment may be terminated at any time without cause. Temporary employees are not career employees or provisional employees as defined by Utah Code Annotated § 53A-8-102 and the policies of this District.**

**The District will limit the use of temporary employment authority to a period of not more than one year. Temporary certified employees are those that are; 1. Hired into a position that is tied directly to temporary funding with a predetermined end date, such as a grant, 2. Hired in the absence of an employee who is on an extended leave of absence, sabbatical leave, military leave, or short-term disability, 3. Hired for a temporary project, or 4. Hired as part of a training position or program, such as a student intern.**

### **~~Probationary Employee~~**

~~Any employee of the District who has been advised in writing by the District or his/her supervisor that his/her performance as an employee is inadequate or that the employee is on probation for one of the causes listed below under "Causes for dismissal or non-renewal."~~

### **Extra Duty Contracts**

~~An employee who is hired to coach athletics or to help with clubs or other extra-curricular duties does not have an expectation of continued employment as coach or in the extra-curricular position beyond the immediate school year, contract term, or term of employment. There is no career status in these assignments. There are no rights to a due process hearing if a person is released from coaching or an extra duty position. A person may be released from a coaching or extra-curricular position at the discretion of the Board of Education.~~

***An employee who is given extra duty assignments in addition to a primary assignment, such as a teacher who also serves as a coach or activity advisor, is a temporary employee in those extra duty assignments and may not acquire career status beyond the primary assignment. There are no rights to a due process hearing if a person is released from coaching or an extra duty position. A person may be released from a coaching or extra curricular position at the discretion of their supervisor.***

***Employee***

***A person, other than the District superintendent or business administrator, who is a career or provisional employee of the District.***

**Contracted Service Providers**

Contracted service providers are individuals regardless of employment status (full or part-time) who by nature of their profession are not required to hold a professional certificate issued by the Utah State Board of Education who are paid by contract to provide specific types of services for the District but who are not employees, are not on the District payroll and do not receive the same benefits enjoyed by regular employees of the District.

**II. TERM**

**Contract term or term of employment**

The contract term or term of employment is the period of time during which an employee is engaged to work for the District whether oral or written. The contract term or term of employment shall follow the number of workdays or annual hours approved by the Board of Education for each job type. The beginning date of each term shall be July 1 of the current calendar year. The ending date of each term shall be June 30 of the following calendar year. Employees in each job type shall work the workdays or annual hours for the term as agreed upon by the Board of Education and their immediate supervisor. If an employee is hired during the term, that employee shall at the most only be entitled to work the remaining approved workdays or annual hours of the current term for their job type.

**III. TERMINATION**

**Dismissal or termination**

An employee shall be deemed to be discharged upon occurrence of any of the following events:

1. Termination of the status of employment of an employee.
2. Failure to renew the employment contract of a career employee.
3. Reduction in salary of an employee not generally applied to all employees of the same category employed by the District during the employee's contract term or term of employment.
4. Change of assignment of an employee with an accompanying reduction in pay unless the assignment change and salary reduction are agreed to in writing.

*Utah Code § 53A-8a-102 (2015)*

**Unsatisfactory performance**

**a. a deficiency in performing work tasks which may be:**

**i. due to insufficient or undeveloped skills or a lack of knowledge or aptitude, poor attitude, or insufficient effort; and**

**ii. remediated through training, study, mentoring, or practice.**

**b. does not include the following conduct that is designated as a cause for termination or a reason for license discipline:**

**i. a violation of work rules;**

**ii. a violation of local school board policies, State Board of Education rules, or law;**

**iii. a violation of standards of ethical, moral, or professional conduct; or**

**iv. insubordination.**

*Utah Code § 53A-8a-102 (2015)*

**Causes for dismissal or non-renewal**

An employee may be suspended or discharged during a contract term, or term of employment for any of the following:

1. Immorality
2. Insubordination or failure to comply with directives from supervisors.
3. Incompetence
4. Conviction, including entering a plea of guilty or nolo contendere (no contest) or a plea in abeyance, of a felony or of a misdemeanor involving moral turpitude **or immoral conduct.**
5. Conduct, which may be harmful to students or to the District.
6. Improper or unlawful physical contact with students.
7. Violation of District policy, **State Board of Education rules, or law.**
8. Unprofessional conduct not characteristic of or befitting a District employee **including a violation of standards of ethical, moral, or professional conduct.**
9. Manufacturing, possessing, using, dispensing, distributing, selling and/or engaging in any transaction or action to facilitate the use, dispersal or distribution of any illicit (as opposed to authorized) drugs or alcohol on District premises or as a party of any District activity.
10. Current addiction to or dependency on a narcotic or other controlled substance.
11. Dishonesty or falsification of any information supplied to the District; including data on application forms, employment records or other information given to the District.
12. Engagement in sexual harassment of a student or employee of the District.
13. Neglect of duty, including unexcused absence, excessive tardiness, excessive absences, and abuse of leave policies **or failure to maintain certification.**
14. Deficiencies pointed out as a part of any appraisal or evaluation.
15. Failure to fulfill duties or responsibilities **or a violation of work rules.**

16. Inability to maintain discipline in the classroom or at assigned school-related functions.
17. Drunkenness or excessive use of alcoholic beverages or controlled substances.
18. Disability not otherwise protected by law that impairs performance of required job duties.
19. Failure to maintain an effective working relationship, or to maintain good rapport with parents, co-workers, administrators, members of the Board of Education, the community or institutions of higher learning.
20. Failure to maintain requirements for licensure or certification.
21. Use of public property for personal gain.
22. Negligent or willful damage of District property.
23. The violation of the Utah Public Officers' and Employees' Ethics Act (Utah Code § 67-16-1 to 67-16-14), including but not limited to accepting, requiring, or receiving compensation or gifts as set out in that Act.

**24. *Unsatisfactory performance.***

25. For any other reason justifying termination of employment for cause.

**IV. DISCIPLINARY ACTIONS**

The District may elect to proceed with disciplinary action to warn the employee that his/her conduct places the employee in danger of termination during the contract term or term of employment. The District may elect to exclude any or all of the following steps and proceed directly with termination for cause. No disciplinary action thereafter will prejudice the right of the District to proceed with termination for cause on the same facts, which gave rise to the disciplinary action.

1. Oral warning - Oral warning may be used by the immediate supervisor to assist the employee in correcting the conduct in question at the lowest possible level.
2. Oral reprimand - An oral reprimand may be issued by the immediate supervisor.

3. Written warning - A written warning may be issued by the immediate supervisor or District administration which gives the employee notice that his/her conduct is in question or that it is in violation of policy. This warning does not prejudice the right of the District to proceed with termination for cause should the misconduct continue.
4. Written reprimand - A written reprimand may be issued by the immediate supervisor or District administrator which warns the employee that his/her employment is in danger of being terminated. This warning does not prejudice the right of the District to proceed with termination for cause should the misconduct continue.
5. Probation - The District may elect, but is not required, to place the employee on probation for misconduct which could be grounds for termination during the contract term or term of employment. The District is solely responsible for determining the length of the probation. Probation shall not prejudice the right of the District to proceed with termination for cause on the same facts, which gave rise to the probation.
6. Administrative Leave - The District may, in its discretion, place the employee on administrative leave. After notice of termination has been given, administrative leave may be without pay once the employee has had the opportunity for an informal conference with a District representative and the representative has determined that the allegations against the employee are true and would warrant termination for cause under District policy. Administrative leave may be invoked by the District when further investigation is deemed necessary or desirable in order to make an informed decision concerning the employment of an employee or for the purpose of awaiting the outcome of criminal charges pending against an employee. Administrative leave without pay may also be imposed as a penalty for employee misconduct in lieu of termination for cause, once the misconduct has been established. However, the placement of an employee on administrative leave shall not in any way prejudice the right of the District to proceed with other action, including termination for cause, at a later date based on additional instances of misconduct. Furthermore, the fact that criminal charges against an employee may be resolved in favor of the employee shall not preclude the District from initiating or continuing termination for cause proceedings or other disciplinary action against the employee based all or part upon the same facts which gave rise to the criminal charges.
7. ~~Dismissal~~ **Termination** - Any employee subject to disciplinary action shall be given the opportunity to be represented in any meeting or conference to which they are invited or required to attend with respect to the

disciplinary action. A career or tenured employee who has been dismissed or suspended from employment pending further investigation may appeal such action within the policies of the District.

**V. PROCEDURAL DUE PROCESS**

**CAREER EMPLOYEES**

**Notice to Career Employee ~~of Non-renewal for~~ of Unsatisfactory Performance**

If the District intends not to renew the contract of a career employee for reasons of unsatisfactory performance it shall:

1. Confirm that unsatisfactory performance has been documented in at least two evaluations at any time in the preceding three (3) years in accordance with District policies or practices and the educator evaluation requirements of Utah Code Ann. §53A-10-101 to -108.
2. Notify a career employee at least thirty (30) days prior to issuing a notice of intent not to renew the employee's contract that continued employment is in question and the reasons for anticipated non-renewal.
- ~~3. Provide to the career employee thirty (30) days in which to correct the deficiencies in accordance with the District's evaluation policies.~~
- ~~4. The Board may in its discretion grant the career employee assistance to correct the deficiencies, including informal conferences and the services of school personnel within the District.~~
- ~~5. If the career employee fails to correct the deficiencies, as determined by the District's evaluation policies, and the District decides to not renew the employee's contract for unsatisfactory performance, the District shall give the employee written notice of that intended non-renewal at least 30 days before the end of the employee's contract term.~~
- ~~6. The notice of non-renewal shall state that a contract will not be offered to the individual for the following school year because of unsatisfactory performance, shall advise the employee of the right to and procedure for a hearing on this decision as set forth under "Career employee's right to a hearing" below, and shall be served by personal delivery or certified mail addressed to the employee's most recent address shown on the District's personnel records.~~

- 3. The Principal or designee shall provide and discuss with the career employee written documentation clearly identifying the deficiencies in performance;**
- 4. The Principal or designee shall develop and implement a plan of assistance, in accordance with procedures and standards established by Policy 2190, to allow the career employee an opportunity to improve performance;**
- 5. Provide to the career employee a sufficient time period to successfully complete the plan of assistance of at least 30 days but not more than 120 days in which to correct the deficiencies; except the 120 day limit may be extended when:
  - a. a career employee is on leave from work during the time period the plan of assistance is scheduled to be implemented; and the leave was approved and scheduled before the written notice intent not to renew was provided; or**
  - b. the leave is specifically approved by the Board.****
- 6. The time period to correct the deficiencies may continue into the next school year;**
- 7. The time period to implement the plan of assistance and correct the deficiencies shall begin when the career employee receives the written notice provided under Subsection (1) and end when the determination is made that the career employee has successfully remediated the deficiency or notice of intent to not renew or terminate the career employee's contract is given in accordance with Subsection (8);**
- 8. The Principal or designee shall reevaluate the career employee's performance;**
- 9. If upon a reevaluation of the career employee's performance, the district determines the career employee's performance is satisfactory, and within a three-year period after the initial documentation of unsatisfactory performance for the same deficiency pursuant to Subsection (2), the career employee's performance is determined to be unsatisfactory, the district may elect to not renew or terminate the career employee's contract.**
- 10. If the career employee's performance remains unsatisfactory after reevaluation, the Superintendent or designee shall give notice of**

*intent to not renew or terminate the career employee's contract, which shall include written documentation of the career employee's deficiencies in performance.*

**11. Nothing in this Policy shall be construed to require compliance with or completion of evaluations prior to non-renewal of a career employee's contract.**

**12. An employee whose performance is unsatisfactory may not be transferred to another school unless the Board specifically approves the transfer of the employee.**

*Utah Code § 53A-8a-503 (2015)*

*Utah Code § 53A-8a-506 (2012)*

*Utah Code Ann. § 53A-8-104(2), (3), (6) (2007)*

#### **Notice of Intent not to Renew Contract of Career Employee**

**If the District intends not to renew the contract of employment of a career employee after giving notice that continued employment is in question, it shall:**

- 1. Give notice that a contract of employment will not be offered for the following school year to the individual.**
- 2. Issue notice at least 30 days before the end of the contract term of the individual.**
- 3. Serve notice by personal delivery or certified mail to the employee's most recent address shown on the district's personnel records.**

~~**Notice of intent to terminate employment of a career employee during term of contract or to non-renew for cause other than unsatisfactory performance**~~

#### **Notice of Intent to Terminate Employment During Term of Contract**

If the District intends to terminate an ~~career~~ employee's contract during the contract term, ~~or to not renew a career employee's contract for cause other than unsatisfactory performance~~, the District shall:

1. Give written notice of that intent to the employee.
2. Serve the notice by personal delivery or by certified mail to the employee's most recent address shown on the District's personnel records.

3. Serve the notice at least thirty (30) days prior to the proposed date of termination.
4. State the date of termination and detailed reasons for termination.
5. Give notice of the individual's right to appeal the decision to terminate employment and the right to an informal conference and to a hearing with the right to legal counsel, to present evidence, cross-examine witnesses and present arguments at the hearing.
6. Notify the employee that failure to request a hearing within fifteen (15) days after the notice of termination or notice of intent not to renew the contract was either personally delivered or mailed to the employee's most recent address shown on the District's personnel records shall constitute a waiver of the right to contest the decision to terminate.

*Utah Code § 53A-8a-502 (2012)*

*Utah Code Ann. § 53A-8-104 (2007)*

***Notice of Intent Not to Offer a Contract to a Provisional Employee***

***If the District intends not to offer a contract of employment for the succeeding school year to a provisional employee, it shall give notice at least 60 days before the end of the provisional employee's contract term that the employee will not be offered a contract for a following term of employment. Because provisional employees do not have an expectation of continued employment, they do not have a right to grieve the decision not to renew employment and do not have a right to a hearing.***

*Utah Code § 53A-8a-502 (2012)*

***Notice of Intent to Terminate or Not Offer a Contract to a Temporary Employee***

***Temporary employees will be given notice of a minimum of 10 working days of the termination of their employment. Because temporary employees do not have an expectation of continued employment, they do not have a right to grieve the decision to terminate or not to extend employment and do not have a right to a hearing.***

***Expectation of Continued Employment in Absence of Notice***

***In the absence of a notice, a career or provisional employee is considered employed for the next contract term with a salary based upon the salary schedule applicable to the class of employees into which the individual falls.***

***This provision does not preclude the dismissal of a career or provisional employee during the contract term for cause.***  
***Utah Code § 53A-8a-502 (2012)***

**Career employees Right to an informal conference**

A notice of intention not to renew the contract of a career employee or of an intention to terminate the contract ***a career or provisional employee*** during its term must advise the individual that he/she may request an informal conference before the Superintendent or the Superintendent's designee. The request for an informal conference must be made in writing and delivered to the Superintendent's office within ten (10) days of the date on the notice of intention not to renew or notice of termination during the contract term. The informal conference will be held as soon as is practicable. Suspension pending a hearing may be without pay if the Superintendent or a designee determines after the informal conference, or after the employee had an opportunity to have an informal conference, that it is likely that the ***allegations are true and would support termination reasons for cause will result in termination.***

**Career-Employees right to a hearing**

If after the informal conference the employee wishes a hearing on the matter, he/she must submit written notice to that effect to the Superintendent's office within five (5) days of the informal conference. If the employee wishes to not have an informal conference, but does wish to have a hearing, he/she must submit written notice to that effect within fifteen (15) days of the date ***on the notice of intent not to renew or notice of termination during the contract term.*** ~~notice of intention not to renew or notice of termination during the contract term was personally delivered or mailed to the employee. The employee's request for hearing must also specify if the employee elects to have the hearing before a non-District independent hearing officer.~~ Upon timely receipt of the notice, the Superintendent will notify the Board and will determine whether the hearing will be before the Superintendent as hearing officer, before a panel of three administrators selected by the Superintendent, or before a non-District independent hearing officer. The Superintendent shall determine the date of the hearing, after giving the employee and hearing officer(s) the opportunity for input, and shall give notice of the hearing date, time, and location to the employee and hearing officer(s). If the employee does not request a hearing within fifteen (15) days, then the employee shall have waived any right to a hearing and to contest the decision.

**Hearing officer or panel**

If the Superintendent determines that the hearing shall be conducted by a district administrator-hearing panel, he or she shall appoint a board of three District administrators who have no substantial knowledge of the facts of the case. If the Superintendent determines that the hearing shall be conducted by a non-District independent hearing officer, he shall select that independent hearing officer from a list maintained by the District. If the Superintendent determines that the hearing will be before a non-District independent hearing officer, the District shall pay the fees charged by the officer.

If the employee demands a hearing before an independent, non-District hearing officer, the employee may select an officer from the list maintained by the District, and the charges and fees of the hearing officer shall be divided equally between the employee and the District. As a condition for scheduling the hearing before the independent hearing officer, the employee shall deposit with the District \$2,000 towards the employee's share of the hearing officer's charges.

***In so appointing a hearing examiner or hearing board, the Board of Education may delegate its authority to the hearing officer or hearing board to make findings and decisions relating to the employment of the employee that are binding upon both the employee and the Board of Education. In the absence of an express delegation, the Board retains the right to make its own decision based on the factual findings of the hearing officer.***

***Utah Code § 53A-8a-504 (2012)***

### **Rights of employee at a hearing**

At the hearing, the employee, and administration each have right to counsel, to produce witnesses, to hear testimony, to cross-examine witnesses, and to present and examine documentary evidence.

### **Hearing decision**

Within fifteen (15) days after the hearing, the person or entity that conducted the hearing, whether the hearing examiner or hearing panel, shall issue a decision with written findings and conclusions. These shall be provided to the employee by personal delivery or by certified mail to the most recent address shown on the District's personnel records.

***In the event the decision of the board or hearing officer is to not terminate the employment of the employee, then the employee shall be reinstated and back pay shall be paid if the employee was suspended without pay pending a hearing.***

***Utah Code § 53A-8a-502 (2012)***

### **Appeal to Board of Education**

Within fifteen (15) days after the delivery or mailing of the hearing decision, either the employee or the District may appeal the decision to the Board of Education. (If neither side appeals within fifteen days, the right to an appeal is waived and the decision is final.) The appeal is made by giving written notice to the other party with a copy delivered to the Board of Education. Upon receipt of a notice of appeal, the Board shall review the written decision of the initial hearing. The Board may decide to affirm the decision without further hearing, may decide to affirm the factual findings and allow the parties to present arguments to the Board regarding the hearing's conclusions, or may decide to allow the parties to present further evidence to the Board regarding factual findings and to present arguments regarding the appropriate conclusions thereon. If the Board allows further hearing, it shall render a written decision within fifteen (15) days of the hearing. After conducting its own hearing, the Board may adopt the prior hearing's factual findings and/or conclusions in whole or in part, or may modify or reject those as the Board determines in accordance with its deliberations.

### **Suspension during investigation**

The active service of an employee may be suspended by the Superintendent pending a hearing if it appears that the continued employment of the individual may be harmful or disruptive to students or to the District. The employee shall be provided written notice of the suspension, which may be included with written notice of termination of employment during the contract term or notice of non-renewal of contract.

*Utah Code § 53A-8a-502 (2012)*

### **~~Expectation of continued employment in absence of notice~~**

~~In the absence of a notice, a career employee is considered employed for the next contract term with a salary based upon the salary schedule applicable to the class of employees into which the individual falls.~~

~~This provision does not preclude the dismissal of a career employee during the contract term for cause.~~

### **~~PROVISIONAL EMPLOYEES~~**

#### **~~Notice of intent not to offer a contract or term of employment to a provisional employee~~**

~~If the District intends not to offer a contract or term of employment for the succeeding school/term year of a provisional employee, it shall give notice at least sixty (60) days before the end of the provisional employee's contract or term of employment that the employee will not be offered employment for a~~

following term of employment. Because provisional employees do not have an expectation of continued employment, they do not have a right to grieve the decision not to offer a contract or term of employment and do not have a right to a hearing.

When a provisional employee's employment is terminated under this section, the District will consider the facts and circumstances of the termination when considering any subsequent applications submitted by the employee for any position with the District. The employee's prior termination may weigh against the employee being selected to fill the open position.

### **Notice of intent to terminate employment of a provisional employee during term of contract or employment**

If the District intends to terminate a provisional employee's contract or term of employment during the contract or term of employment, the District shall:

1. Give written notice of that intent to the employee.
2. Serve the notice by personal delivery or by certified mail to the employee's most recent address shown on the District's personnel records.
3. Serve the notice at least thirty (30) days prior to the proposed date of termination.
4. State the date of termination and detailed reasons for termination.
5. Give notice of the individual's right to appeal the decision to terminate employment and the right to an informal conference and to a hearing with the right to legal counsel, to present evidence, cross-examine witnesses and present arguments at the hearing.
6. Notify the employee that failure to request a hearing within fifteen (15) days after the notice of termination was either personally delivered or mailed to the employee's most recent address shown on the District's personnel records shall constitute a waiver of the right to contest the decision to terminate.

### **Provisional employees right to a hearing**

If the provisional employee wishes to have a hearing (as granted above), he/she must submit written notice to that effect within fifteen (15) days of the date the notice of termination was personally delivered or mailed to the employee. Upon timely receipt of the notice, the Superintendent will notify

the Board and will determine whether the hearing will be before the Superintendent as hearing officer, before a panel of three administrators selected by the Superintendent, or before a non-District independent hearing officer. The Superintendent shall determine the date of the hearing, after giving the employee and hearing officer(s) the opportunity for input, and shall give notice of the hearing date, time, and location to the employee and the hearing officer(s). If the employee does not request a hearing within fifteen (15) days, then the employee shall have waived any right to a hearing and to contest the decision.

### **Hearing officer or panel**

If the Superintendent determines that the hearing shall be conducted by a District administrator hearing panel, he or she shall appoint a board of three District administrators who have no substantial knowledge of the facts of the case or select an independent hearing examiner. If the Superintendent determines that the hearing shall be conducted by a non-District independent hearing officer, he or she shall select that independent hearing officer from a list maintained by the District. If the Superintendent determines that the hearing will be before a non-District independent hearing officer, the District shall pay the fees charged by the officer.

If the employee demands a hearing before an independent, non-District hearing officer, the employee may select an officer from the list maintained by the District, and the charges and fees of the hearing officer shall be divided equally between the employee and the District. As a condition for scheduling the hearing before the independent hearing officer, the employee shall deposit with the District \$2,000 towards the employee's share of the hearing officer's charges.

### **Rights of employee at a hearing**

At the hearing, the employee, and administration each have right to counsel, to produce witnesses, to hear testimony, to cross-examine witnesses, and to present and examine documentary evidence.

### **Hearing decision**

Within fifteen (15) days after the hearing, the person or entity that conducted the hearing, whether the hearing examiner or hearing panel, shall issue a decision with written findings and conclusions. These shall be provided to the employee by personal delivery or by certified mail to the most recent address shown on the District's personnel records.

### **Appeal to Board of Education**

Within fifteen (15) days after the delivery or mailing of the hearing decision, either the employee or the District may appeal the decision to the Board of Education. (If neither side appeals within fifteen days, the right to an appeal is waived and the decision is final.) The appeal is made by giving written notice to the other party with a copy delivered to the Board of Education. Upon receipt of a notice of appeal, the Board shall review the written decision of the initial hearing. The Board may decide to affirm the written decision without further hearing, may decide to affirm the factual findings and allow the parties to present arguments to the Board regarding the hearing's conclusions, or may decide to allow the parties to present further evidence to the Board regarding factual findings and to present arguments regarding the appropriate conclusions thereon. If the Board allows further hearing, it shall render a written decision within fifteen (15) days of the hearing. After conducting its own hearing, the Board may adopt the prior hearing's factual findings and/or conclusions in whole or in part, or may modify or reject those as the Board determines in accordance with its deliberations.

#### **Suspension during investigation**

The active service of an employee may be suspended by the Superintendent pending a hearing if it appears that the continued employment of the individual may be harmful to students or to the District. The employee shall be provided written notice of the suspension, which may be included with written notice of termination of employment during the contract or term of employment.

#### **Expectation of continued employment in absence of notice**

In the absence of a notice, a provisional employee is considered employed for the next contract or term of employment with a salary based upon the salary schedule applicable to the class of employees into which the individual falls.

This provision does not preclude the dismissal of a provisional employee during the contract or term of employment for cause.

#### **TEMPORARY EMPLOYEES**

##### **Notice of Intent to Terminate or Not Offer Employment to a Temporary Employee**

Temporary employees will be given notice of a minimum of ten (10) working days of the termination of their employment. Because temporary employees do not have an expectation of continued employment, they do not

~~have a right to grieve the decision to terminate or not to extend employment and do not have a right to a hearing.~~

**VI. Necessary staff reduction not precluded**

Nothing in this policy prevents staff reduction if necessary to reduce the number of employees because of the following:

1. Declining student enrollments in the District.
2. Discontinuance or substantial reduction of a particular service or program.
3. The shortage of anticipated revenue after the budget has been adopted.
4. School consolidation.

**No verbal agreements**

It is the policy of the District that all agreements with employees must be written; there are no verbal agreements because all agreements must be approved by the Board of Education. Only the Board of Education has authority to hire and fire unless such authority has been expressly delegated in writing.

***Notification to Utah Professional Practices Advisory Commission***

***The Superintendent shall notify the Utah Professional Practices Advisory Commission if an educator is determined, pursuant to an administrative action, to have had disciplinary action taken for:***

- 1. immoral behavior***
- 2. unprofessional conduct, or professional incompetence which results in suspension for more than one week or termination, or which otherwise warrants Commission review.***

***Utah Admin. Rules R277-514-5(B) (October 9, 2012)***

Approved	06/18/98
Revised	02/20/08
Revised	03/23/11
Revised	10/8/14

**DECEMBER 9, 2015 – BOARD MEETING**

**ITEM # 2.D.2. # 3077, TRANSGENDER STUDENTS — SECOND READING**

**Pertinent Information**

The proposed policy received first reading approval and is included for second reading approval.

**Additional Information Enclosed**

**Administration Recommendation**

Administration recommends approval of the proposed policy.

### **I. Definitions**

1. “Assigned gender.” This is the gender designated at the time of birth and may also be thought of as the gender corresponding to the individual’s original physiology, or biological gender.
2. “Gender identity.” This is the individual’s internal sense of gender, and “identified gender” refers to the gender that matches this internal sense. Gender identity can be shown by information including but not limited to medical history, care or treatment of the gender identity, consistent and uniform assertion of the gender identity, or other evidence that the gender identity is sincerely held, part of a person's core identity, and not being asserted for an improper purpose.
3. “Gender expression” means the external cues or indications used to communicate gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.
4. “Transgender” means that an individual’s assigned gender differs from the individual’s gender identity.
5. “Transgender boy” (or “transgender man”) is an individual whose assigned gender is female but whose gender identity is male.
6. “Transgender girl” (or “transgender woman”) is an individual whose assigned gender is male but whose gender identity is female.

[\*Utah Code § 34A-5-102 \(1\)\(k\) \(2015\)\*](#)

### **II. Records and References**

The official records of the student shall reflect the student’s legal name and gender, which is the name and gender listed on the student’s birth certificate or as changed by court order. Access to this portion of official student records shall be restricted to maintain the confidentiality of a student’s transgender status.

[\*Utah Code § 26-2-11 \(1995\)\*](#)

[\*Utah Code § 42-1-1 \(1933\)\*](#)

The unofficial records of the student shall reflect the preferred name and gender identity of the student. Students shall be addressed or referred to by the pronouns associated with the identified gender: transgender boys shall be referred to using “he” “his” and “him” and transgender girls shall be referred to using “she” and “her.”

**TRANSGENDER STUDENTS.....PAGE 2.....3077**

A student's transgender status shall not be disclosed without the student's consent except as expressly authorized by the superintendent following such legal consultation as the superintendent determines is appropriate.

**III. Facilities**

In determining which gender-segregated school facilities (restrooms and locker rooms) are to be used by transgender students, the school administrator shall take into consideration the desires of the transgender student and of the student's parents as well as the privacy interests of other students. In addition to having the transgender student use the facilities corresponding with the gender identity, potential accommodations include use of single user restrooms or changing spaces or using facilities at a different time than other students. If the desired use by the transgender student is in significant conflict with privacy interests of other students, the school administrator should consult with the superintendent and as appropriate with legal counsel.

**IV. Classes and Activities**

When classes or intramural activities are segregated by gender, transgender students are to be grouped according to the student's gender identity. Where students are grouped according to qualities which may have some association with gender (such as vocal quality for singing groups), the pertinent quality shall be evaluated without regard to assigned gender or transgender status. Where school activities involve overnight travel, lodging arrangements for transgender students shall take into consideration the desires of the transgender student and of the student's parents as well as the privacy interests of other students. If the arrangement desired by the transgender student is in significant conflict with privacy interests of other students, the school administrator should consult with the superintendent and as appropriate with legal counsel.

**V. UHSAA Extracurricular Activities**

Participation by students in activities under the oversight of the Utah High School Activities Association is subject to UHSAA rules and policies. Where a transgender student wishes to participate in a gender-segregated UHSAA sport or activity according to gender identity rather than assigned gender, the school shall consult with UHSAA to determine whether this is permitted under UHSAA rules and policies. The school shall not disclose the transgender student's identity to UHSAA without the consent of the student and the student's parents.

**VI. Bullying and Harassment**

Policy FGAD, which prohibits bullying, cyberbullying and harassment regardless of the motivation for such misconduct, applies to prohibit bullying, cyberbullying or harassment of students because of their transgender status or gender expression. When the parent of a transgender student is given the required notification of a bullying or harassment incident against a transgender student which is motivated by transgender status or gender expression, care should be taken to avoid disclosing the student’s transgender status to the student’s parents if the student has not consented to such disclosure.

When a student has been bullied, cyberbullied, or harassed because of the student’s transgender status or gender expression, consideration should be given to what support, counseling, or other assistance the student may need to prevent such mistreatment from adversely affecting the student’s ability to learn and function in the school setting.

Approved:

**DECEMBER 9, 2015 – BOARD MEETING**

**ITEM # 2.D.3. # 3100, HEALTH POLICIES — FIRST READING**

**Pertinent Information**

This policy is being updated to reflect School and Early Childhood Program Immunization requirements set by the Utah Department of Health.

**Additional Information Enclosed**

**Administration Recommendation**

Administration recommends first reading of the proposed policy.

Health education should become a part of the student's everyday learning process. The foundation of health care and health education should be based on growth and maturation of students, their needs, capacities to learn, ability to analyze and solve problems, and their desire to see themselves as total persons, not as a set of teeth, a heart, or a pair of lungs.

Health education should be a vital force in closing the gap between health discoveries and their application. Health education in schools should provide essential scientific knowledge and foster wholesome attitudes and practices for healthful living.

The following individuals are responsible for school health education:

All elementary teachers

Secondary teachers assigned health and science classes

School Nurse

County officer, county health educator

Local MD's and dentists

Sevier School District is committed to providing the following school health services:

**Health Appraisal**, which involves:

Continuous observation by teachers

Screening including:

Vision tests every year for **Pre-K-1-3-5-7-10**, any other students on request. ~~Free pre-school vision screening upon request.~~

District will provide hearing tests for all students in grade levels K, 1, **2**, and 3, **5**. Also, hearing tests for referrals from all levels as needed from school personnel and MD.

Scoliosis screening at 7th grade level. Any student not passing will be re-screened at 8<sup>th</sup> grade level. ***And any others upon parent request.***

State health policy requires an examination for all entering kindergarten students and all students participating in athletics.

A fluoride rinse program will be offered to students in grades K-5.

**Emergency Care**

Emergency care will be provided for students who become sick or injured at school. Parents will be notified of a child's accident or sudden illness as soon as possible. When the emergency is so grave as to suggest the need for immediate care (hospitalization or Dr.'s office, suspected fractures, sever head injuries or sudden abdominal pains), there should be no delay in securing medical attention.

The names and phone numbers of pupil's personal physician, parents (home and work), and an alternate to contact in case parents are not available, should be readily accessible.

The school has responsibility for giving immediate care in case of an accident or sudden illness as well as notifying parents, getting student home or to some other place of safety, and for guiding parents, where necessary, to source of treatment.

The member of the school staff who notifies a parent of a student's sickness or injury should be prepared to help an uncertain parent decide what is to be done for the student.

If student is ill and parents need to be contacted, the teacher should consult with the principal. The student should not contact home! An accident report will be completed for each accident by the staff member who handles the situation. The principal will review the report and forward it to the district office.

First aid supplies will be available in every school in a convenient place.

**Communicable Disease Control**

It is the responsibility of parents to comply with requirements of the immunization program including:

***The following vaccines are required for students entering Kindergarten:***

DPT/DTap/DT – Five doses are required. (Four doses required if 4<sup>th</sup> dose is after child's 4<sup>th</sup> birthday)

IPV Polio – Four doses required in any combination (Three doses if 3<sup>rd</sup> dose was given on/after the child's 4<sup>th</sup> birthday)

MMR – Two doses required

Hep B –Three doses required for all kindergarten students and any new students.

**HEALTH POLICIES . . . . . PAGE 3 . . . . . 3100**

Hep A – Two doses required for all new kindergarten students.

Hib – All students under the age of 5 should have received 4 doses. If they are over 5 years of age and have received no doses, no doses are required if the student is under the age of 5 and has never received any doses, only (1) is required. An up-to-date file on all students K-12 showing a record of required immunization or written exemption.

**Varicella – (Chickenpox) – Two doses required, history of disease is acceptable. Parent must sign verification statement on school immunization record.**

~~A letter will go out to 10<sup>th</sup> grade students to remind parents of the need for a TD booster.~~

**The following vaccines are required for students entering seventh grade:  
Tdap booster – One dose**

**Varicella – Second dose, history of disease is acceptable. Parent must sign verification statement on school immunization record.**

**Meningococcal – One dose**

Coordination of disease control activities by the school nurse including:

All policies relating to control of communicable disease.

Decisions regarding closing schools when epidemics occur or threaten. Although a health department has legal authority to close a school during a serious epidemic, it would take such action only after consultation with the school administrator, school nurse and superintendent.

Health records will be kept on the student’s cumulative record and will include the following information:

- Vision tests - Pre, **K – 7** 3, 5, 7, ~~10~~, will be kept on record at the school nurse's office
- Record of immunization - all students
- Serious medical problems - all students

05/02/91

Revised 11/08/00

Revised 09/10/02

## **DECEMBER 9, 2015 – BOARD MEETING**

### **ITEM # 2.D.4. # 4095, HOME SCHOOL/ONLINE DUAL ENROLLMENT — FIRST READING**

#### **Pertinent Information**

Revisions to the policy provide guidelines for students currently enrolled in and attending a charter school, home school, a private school, a school outside of the district, or a non-home attendance area District school who wish to return and enroll in their home school.

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends first reading of the proposed policy.

**I. PHILOSOPHY**

The Sevier School District Board of Education recognizes that a quality education is the right of every school age child everywhere; that it is the desire and responsibility of the Board to ensure a quality education for every school-age child in the Sevier School District in compliance with the compulsory education laws; that it is the duty of the Board to enforce the compulsory attendance laws by placing responsibility on parents to comply or to face penalty for noncompliance; that in all decisions what is best for the individual child and/or the children within the district boundaries will be the first consideration of decision-makers.

Sevier School District will make every effort to fulfill its obligation to the school age children within its jurisdiction by providing a free and appropriate public education (F.A.P.E.) that includes the courses prescribed by the Utah State Board of Education (USBE) as well as a broad range of electives designed to equip students with the experiences to become academically, culturally, and consciously contributing citizens.

The Sevier School District Board of Education further believes that the educational needs of its students can best be met in the classrooms of the Sevier District schools where core curriculum and enrichment are taught by certificated teachers. However, the Board recognizes that if it is the wish of a parent to have his child/children educated in an alternative setting to public education, namely, home school, private school or Statewide Online program, the District will cooperate in suggesting an educational plan that sincerely promotes what is best for the child.

Sevier School District participates in dual enrollment with students who are attending private schools, the Statewide Online program, or homeschooled in accordance with UCA 53A-11-102.5. This dual enrollment would provide the student with the opportunities to participate in extra circular activities and for other ~~for~~ group activities that may not be available in the home school, private school or Statewide Online program.

Therefore, Sevier School District Board of Education recognizes that the home school, private school or Statewide Online program school may be a viable alternative to public school in some instances and that a parent can provide a quality education at home if he/she is qualified, dedicated, and sincere in the purpose for his/her choice.

When home school providers and public school officials agree on what is best for the child and both work to provide a quality education, the child will be the beneficiary.

The requirements and procedures herein described should be regarded as policy by the home school, private school or Statewide Online program school parent.

**II. DEFINITIONS**

1. Curriculum: the courses offered by an educational institution, herein used to refer to the course of study offered in Sevier School District schools as mandated by Utah law.
2. Home school: a school in which a parent educates his/her own child/children at home, not a group of unrelated children; attendees must be officially excused by the district from the compulsory public school attendance law.
3. Home school student: To be considered a home school student the child/children cannot be enrolled in any public school, to include online, or charter school unless dual enrollment has been granted by the Sevier School District.
4. Dual enrollment student: Any child who is enrolled in a regularly established private school, a home school, or Statewide Online program and is also enrolled as a student with a school in Sevier School District. A child cannot dual enroll with Sevier School District if currently enrolled in another public school other than Sevier including online or charter. Dual enrollment will only be allowed under reasonable circumstances and upon approval of District administration.
5. Online student: A child who participates in an online education program sponsored or supported by the State Board of Education, a school district, or a charter school and who generates funding for the school district or school under Utah Code Ann. § 53A\*17a-103(4) and State Board of Education Rules.
6. Extracurricular Activity: Any interscholastic competition of athletic teams sponsored and supported by a public school; or an interscholastic contest or competition for music, drama, or forensic groups or teams sponsored and supported by a public school. Elementary and Middle schools do not offer any kind of extracurricular activities.
7. Home School Waiver: An exemption from a known right or responsibility, herein used to refer to the certificate issued by the District to exempt a school age child from the compulsory public school attendance law to attend the home school provided by his/her parent for one, and only one, school year (beginning date of school year to the last day of that school year).

**III. LAW**

The Utah State Law concerning compulsory attendance provides the legal basis for the establishment of home schools. The pertinent part of the law is: Section 101.5

(1) A person having control of a minor between six and 18 years of age is exempt from UCA §53A-11-101 (school attendance) if the minor is excused from attendance by the local board of education for one of the following reasons:

(a) A minor over age 16 may receive a partial release from school to enter employment if the minor has completed the eighth grade. Minors excused under this subsection are required to attend part-time schooling or home schooling as prescribed by the board; or

(b) Students may be excluded from the compulsory attendance requirement in the following circumstances:

(i) The minor has completed the work required for graduation from high school.

(ii) The minor is taught at home in the subjects required by the Utah State Board of Education (USOE) in accordance with requirements established by USOE and the Sevier School District Board of Education for the same length of time as minors are required by law to be taught in the district schools.

(2) In each case, evidence of reasons for granting an exemption must be sufficient to satisfy the local board.

(3) Boards excusing minors from attendance shall issue a certificate stating that the minor is excused from attendance during the time specified on the certificate.

#### **IV. SERVICES**

In an effort to provide appropriate educational support to home school, private school or Statewide Online program students, the Board of Education will upon request:

1. Allow home school, private school or Statewide Online program students to dual enroll and attend classes at schools in their attendance area. Home school, private school or Statewide Online program students are eligible to participate in the extracurricular activity programs if school and Utah High School Activities Association eligibility rules are met.
2. The Sevier School District Board of Education places the following conditions upon students returning to the public schools from home schools:
  - a. Upon students returning to the public school system, some testing may be required to place students in an appropriate grade level.
  - b. In order to earn a diploma from high school in Sevier School District, the student must have earned enough credit from an accredited school to satisfy the graduation requirements established by the Board of Education.

- c. To obtain a release from school the parent or guardian will complete a "Home School Waiver." Upon completion the waiver will be submitted to the Superintendent, who is the Board's designee for approval.
- d. The District must also receive assurance that reasonable academic progress is being (has been) made by the student. Evidence of this progress can be provided by (1) standardized testing, (2) end of level testing, (3) summative tests, (4) student portfolio with records of progress and samples of work to be reviewed by District personnel, (5) interview with student by district personnel, (6) other methods agreed upon by the District and home school instructor, and (7) a combination of these.

**V. PROCEDURES FOR HOME SCHOOL**

The procedures to be followed by parents desiring to establish a home school and to teach their own children at home are outlined below. Annual reapplication is required.

1. The parent must notify the District of his intent to establish a home school. This may be done by letter or by going to the District Office.
2. The parent must obtain a Home School Wavier application form provided by the District, which he must complete and return to the District Office for consideration. The application must not be altered, nothing should be omitted and nothing should be changed on the form. Such action will invalidate the application making it ineligible to be considered.
3. The District Superintendent, so directed by the Board of Education, will consider the application, evaluating the information provided by the parent in his application. There must be evidence that the child/children will receive instruction in the required areas as mandated by law; that the schedule will provide for the required number of hours and meet for the required number of days in the school year; that the home school provider is trained and competent in the areas required by law to be taught.
4. After due consideration by the Superintendent, the parent will receive notification of the approval or rejection of the application to home school.
5. If the application has been approved, the parent will receive a certificate of exemption from the compulsory public school attendance law for the child/children to be home schooled. The parent should file this certificate after showing it to the principal of the school the child is/would be attending. The parent may then withdraw his child from the public school and place him in the home school.

Note: A parent who is planning to provide home schooling for his child may not legally withdraw his child from public school until the child is duly registered on the District form filed in the District Office. If withdrawn prematurely, the child is considered truant. A child who has been absent from

school without permission is deemed to be a habitual truant (see Sevier School District Attendance Policy # 3020). In the case of habitual truancy, the parents may be called to respond to the courts.

6. It is important for the District to evaluate to satisfy the requirements of the Utah State Board of Education that districts provide a free and appropriate education for all school age children residing in their districts, whether in the public school system or an alternative educational environment approved by the District.

7. If the status of the application has not changed the District will issue a new certificate of exemption each year.

If the parent determines that the challenging task of educating his child/children at home combined with the demands of time and the responsibility of parenting are depriving his family of the informality and quality time together without school pressure they are accustomed to, he may notify the District that his children will be in the public school system rather than the home school.

8. It is the duty of the District and/or the principal of the public school the child will be re-entering or enrolling in, if not previously a student there, to evaluate the child upon his return to public school after being instructed in a home school. The public school is not required to place the child in the grade his age peers are unless he is ready for that grade as determined through the evaluation process. One response the District may choose to make is to place the child on a form of probation with their age appropriate peers.

This will give the school time to assess the work the child should have done prior to enrolling in the public school, and still gives the school the option of moving the child if he cannot be successful at the placement level.

***Students Returning to District Schools During the Current School Year:***

***Students who are currently enrolled in and attending a charter school, a home school, a private school, or a District school that is not their school of residence, and who wish to return and enroll in their school of residence may do so in accordance with the conditions set forth below:***

***Elementary and Middle School: An elementary or middle school student may return at anytime upon approval by the principal of the school of residence and by meeting all enrollment requirements. A middle school principal has the discretion to delay the enrollment of a student to within the first two (2) weeks of each term based upon educational reasons. High School: A high school student may return and enroll in their school of residence only within the first two (2) weeks of each term and by meeting all enrollment requirements.***

**Enrollment Requirements:**

- (a) provide notice to and properly un-enrolling the student from their previous school attended;**
- (b) providing the school of residence with the student's educational records from the previous school attended;**
- (c) completing the applicable enrollment and registration forms at the school of residence;**
- (d) providing any required documentation and information to the school of residence; and**
- (e) obtaining authorization and approval from the school of residence confirming that there are no current academic, attendance, or behavioral issues or concerns that need to be specifically addressed prior to enrollment.**

**Students New to District Schools During the Current School Year:**

**If a student moves to the District and establishes residence, he/she may enroll in the school of residence at anytime by meeting all enrollment requirements.**

**VI. RIGHTS AND RESPONSIBILITIES**

1. The home school provider is responsible for all the teaching tools, including textbooks that are required to give the child/children a quality education. The District is in no way responsible for providing facilities, transportation or supplies. However, if the provider asks, the District may rent books to them on a loan and return basis for a fee, if such books are available.
2. The provider is responsible for accurate attendance records, lesson plans, schedule, discipline, instruction, and all other facets of providing a quality education in the home school.
3. The Superintendent is responsible for his/her being informed about the established home schools in the District. He/she must be able to answer questions from concerned tax paying citizens, and when there is reasonable doubt about the quality of the education being delivered in the home school as reported to the Superintendent, it is his/her right and responsibility to request the attendance records and/or records of work completed by the students in the school. It must be that the Superintendent/District is responsible for the appropriate education for every school age child in the District.

Approved: 09/19/12  
Revised 10/8/14

## **DECEMBER 9, 2015 – BOARD MEETING**

### **ITEM # 2.E. – FINANCIAL SUMMARY**

#### **Pertinent Information**

The financial summary for the period ending November 30, 2015, is enclosed for your consideration of approval.

A listing of all checks issued during the month of November 2015, are enclosed for your review and approval.

#### **Additional Information Enclosed**

#### **Administration Recommendation**

Administration recommends approval of the financial summaries and all checks issued during the prior month.

**DECEMBER 9, 2015 – BOARD MEETING**

**ITEM #3. – REPORT – RED HILLS MIDDLE SCHOOL**

Red Hills Middle School Principal Selena Terry will make a presentation to the Board.



# Red Hills Middle School

School Progress Report

*December 9, 2015*



# ASSESSMENT RESULTS

EPAS, iREADY, SAGE

## 8<sup>th</sup> Grade

EXPLORE	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	GOALS
MATH	42%	42%	34%	66%	57%	47%	50%
SCIENCE	17%	24%	21%	41%	52%	44%	50%
LANGUAGE	74%	75%	75%	86%	85%	72%	80%
READING	42%	58%	58%	65%	49%	39%	53%

Percent of Students who met or exceeded the College Readiness Benchmarks

# EPAS RESULTS

Explore

## Grade 6

o Fall Window 08/24/15 – 10/24/15

Class	% Students On or Above Level	Student Placement Distribution (%)			Scaled Score
		Below Level	On Level	Above Level	
Math	56%	44%	56%	0%	490
Reading	26%	62%	26%	4%	551

## Grade 8

o Fall Window 08/24/15 – 10/24/15

Class	% Students On or Above Level	Student Placement Distribution (%)			Scaled Score
		Below Level	On Level	Above Level	
Math [AC]	0%	100%	0%	0%	457
Math	12%	88%	12%	0%	494
Math Honors	81%	19%	81%	0%	535
Reading	37%	59%	37%	4%	571

## Grade 7

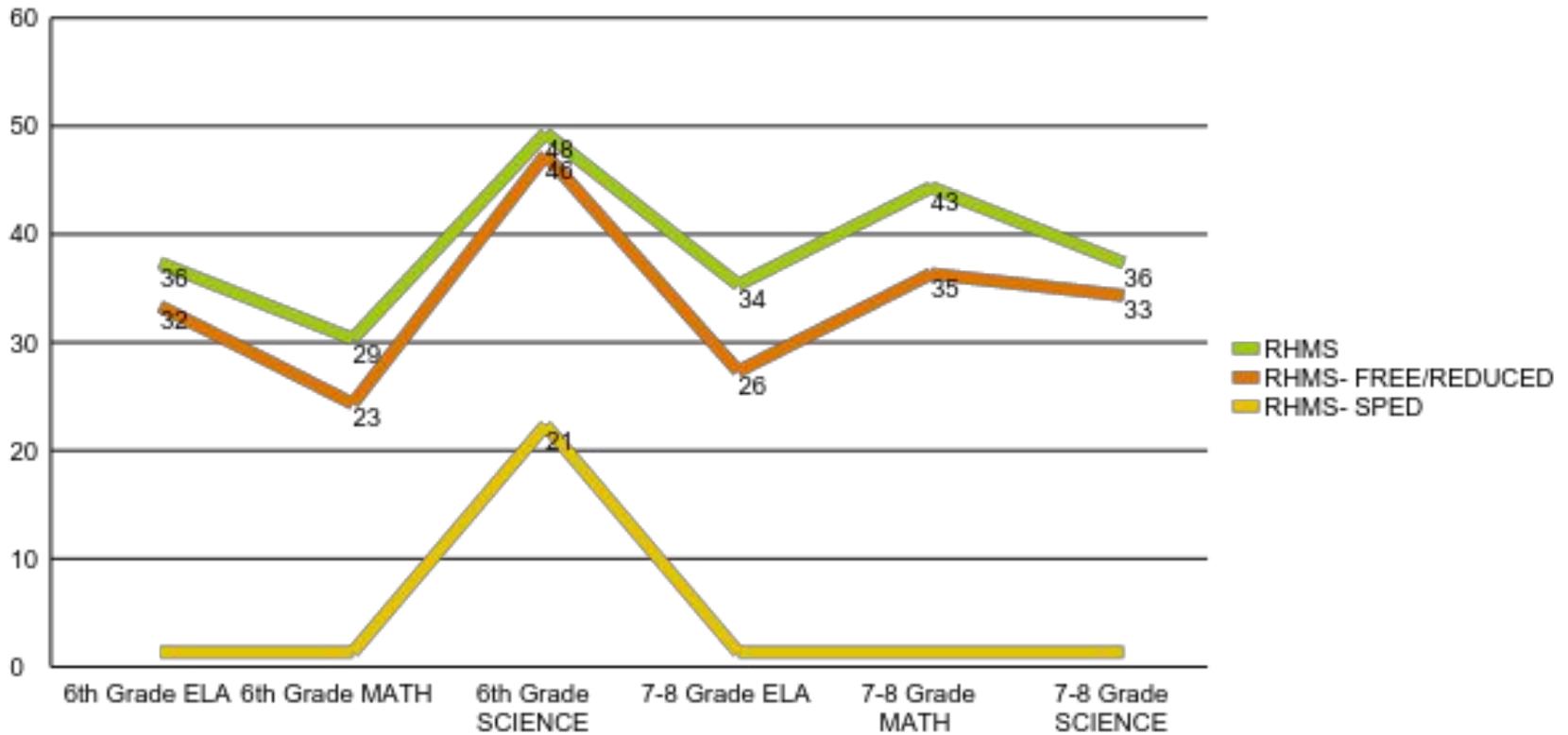
o Fall Window 08/24/15 – 10/24/15

Class	% Students On or Above Level	Student Placement Distribution (%)			Scaled Score
		Below Level	On Level	Above Level	
Math [AC]	7%	93%	7%	0%	443
Math	19%	81%	19%	0%	495
Math Honors	83%	17%	83%	0%	534
Reading	36%	58%	36%	6%	557

# iREADY RESULTS

Fall Window 2105-16

## RHMS



# SAGE RESULTS

ELA, Math, Science

<b>ELA GRADE 6</b>	<b>RHMS</b>	<b>STATE</b>
<b>ELA PROFICIENT SUMMATIVE 2015</b>	<b>36%</b>	44%
<b>ELA PROFICIENT SUMMATIVE 2014</b>	<b>31%</b>	43%

<b>ELA GRADE 7</b>	<b>RHMS</b>	<b>STATE</b>
<b>ELA PROFICIENT SUMMATIVE 2015</b>	<b>33%</b>	43%
<b>ELA PROFICIENT SUMMATIVE 2014</b>	<b>30%</b>	42%

<b>ELA - CATAGORIES</b>	<b><u>SPRING SUMMATIVE 2014</u></b>		<b><u>SPRING SUMMATIVE 2015</u></b>	
	<b>RHMS</b>	<b>STATE</b>	<b>RHMS</b>	<b>STATE</b>
<b>OVERALL</b>	<b>398</b>	416	<b>416</b>	419
Reading Literature	<b>397</b>	412	418	416
Reading Informational Text	<b>403</b>	413	424	423
Key Ideas and Details	<b>410</b>	416	<b>434</b>	425
Craft and Structure	<b>397</b>	409	413	413
Integration of Knowledge and Ideas	<b>385</b>	395	<b>390</b>	411
Listening Comprehension	<b>410</b>	417	<b>428</b>	439
Writing	<b>385</b>	416	<b>403</b>	412
Language	<b>406</b>	423	<b>437</b>	426

<b>ELA - CATAGORIES</b>	<b><u>SPRING SUMMATIVE 2014</u></b>		<b><u>SPRING SUMMATIVE 2015</u></b>	
	<b>RHMS</b>	<b>STATE</b>	<b>RHMS</b>	<b>STATE</b>
<b>OVERALL</b>	<b>408</b>	429	<b>420</b>	432
Reading Literature	<b>395</b>	422	<b>411</b>	433
Reading Informational Text	<b>405</b>	421	<b>410</b>	419
Key Ideas and Details	<b>395</b>	420	<b>416</b>	427
Craft and Structure	<b>410</b>	424	<b>402</b>	429
Integration of Knowledge and Ideas	<b>375</b>	402	<b>392</b>	376
Listening Comprehension	<b>422</b>	425	<b>450</b>	456
Writing	<b>397</b>	427	<b>410</b>	425
Language	<b>424</b>	437	<b>433</b>	439

# SAGE RESULTS

ELA GRADE 6 & 7

ELA GRADE 8	RHMS	STATE		
ELA PROFICIENT SUMMATIVE 2015	33%	43%		
ELA PROFICIENT SUMMATIVE 2014	36%	41%		
	<u>SPRING SUMMATIVE 2014</u>	<u>STATE</u>	<u>SPRING SUMMATIVE 2015</u>	<u>STATE</u>
ELA - CATAGORIES	RHMS	STATE	RHMS	STATE
OVERALL	446	445	433	448
Reading Literature	448	441	435	449
Reading Informational Text	440	441	424	455
Key Ideas and Details	445	441	438	450
Craft and Structure	441	441	420	450
Integration of Knowledge and Ideas	452	446	408	459
Listening Comprehension	460	439	455	457
Writing	439	446	422	437
Language	467	450	457	464

# SAGE RESULTS

ELA GRADE 8

MATH GRADE 6	RHMS	STATE		
MATH PROFICIENT SUMMATIVE 2015	29%	38%		
MATH PROFICIENT SUMMATIVE 2014	26%	35%		
	<u>SPRING SUMMATIVE 2014</u>	<u>SPRING SUMMATIVE 2015</u>		
MATH - CATAGORIES	RHMS	STATE	RHMS	STATE
<b>OVERALL</b>	397	408	408	412
Ratios and Proportional Relationships	397	410	409	412
The Number System	394	411	400	412
Expressions and Equations	397	407	411	413
Geometry & Statistics and Probability	383	403	414	406

MATH GRADE 7	RHMS	STATE		
MATH PROFICIENT SUMMATIVE 2015	46%	46%		
MATH PROFICIENT SUMMATIVE 2014	51%	43%		
	<u>SPRING SUMMATIVE 2014</u>	<u>SPRING SUMMATIVE 2015</u>		
MATH - CATAGORIES	RHMS	STATE	RHMS	STATE
<b>OVERALL</b>	450	436	438	440
Ratios and Proportional Relationships	448	429	428	436
The Number System	454	437	436	443
Expressions and Equations	434	419	425	424
Geometry	439	417	437	433
Statistics and Probability			438	435

# SAGE RESULTS

Math Grade 6 & 7

MATH GRADE 8	RHMS	STATE		
MATH PROFICIENT SUMMATIVE 2015	40%	42%		
MATH PROFICIENT SUMMATIVE 2014	41%	37%		
	<u>SPRING SUMMATIVE 2014</u>	<u>SPRING SUMMATIVE 2015</u>		
MATH - CATAGORIES	RHMS	STATE	RHMS	STATE
OVERALL	483	471	483	480
Ratios and Proportional Relationships	482	461	471	471
The Number System	466	460	481	471
Expressions and Equations	485	465	473	478
Geometry & Statistics and Probability	471	466	505	492

# SAGE RESULTS

Math Grade 8

SCIENCE GRADE 6 SCIENCE PROFICIENT SUMMATIVE 2015	RHMS	STATE
	48%	47%
SCIENCE PROFICIENT SUMMATIVE 2014	32%	45%
	<u>SPRING SUMMATIVE 2014</u>	<u>SPRING SUMMATIVE 2015</u>

SCIENCE GRADE 7 SCIENCE PROFICIENT SUMMATIVE 2015	RHMS	STATE
	30%	45%
SCIENCE PROFICIENT SUMMATIVE 2014	28%	42%
	<u>SPRING SUMMATIVE 2014</u>	<u>SPRING SUMMATIVE 2015</u>

SCIENCE - CATAGORIES	RHMS	STATE	RHMS	STATE
<b>OVERALL</b>	819	835	837	836
Moon Change Cycle	821	837	841	839
Earth's Tilted Axis	819	835	843	837
Solar System	820	838	847	840
Universe	825	850	844	848
Microorganisms	824	851	838	845
Heat, Light, and Sound	815	838	829	835
ILO1 Science Process and Thinking	817	836	842	839
ILO3 Science Concepts and Principles	822	837	838	837
ILO4 Scientific Communication	820	837	839	838
ILO5/6 Social and Historical Aspects of Science and Nature of Science	819	841	836	841

SCIENCE - CATAGORIES	RHMS	STATE	RHMS	STATE
<b>OVERALL</b>	822	833	825	835
Structure of Matter	819	839	821	834
Properties of Matter and Earth's Structure	819	835	825	838
Organ, Tissue, and Cell Structure and Function	820	835	823	835
Effect of Inherited Traits on Survival	834	839	829	837
Classification Systems	825	834	829	837
ILO1 Science Process and Thinking	824	833	826	835
ILO3 Science Concepts and Principles	817	834	825	835
ILO4 Scientific Communication	823	834	823	836
ILO5/6 Social and Historical Aspects of Science and Nature of Science	824	840	832	839

# SAGE RESULTS

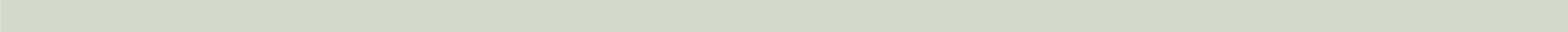
Science Grade 6 & 7

<b>SCIENCE GRADE 8</b>	<b>RHMS</b>	<b>STATE</b>
<b>SCIENCE PROFICIENT SUMMATIVE 2015</b>	42%	47%
<b>SCIENCE PROFICIENT SUMMATIVE 2014</b>	43%	46%

<b>SCIENCE - CATAGORIES</b>	<b><u>SPRING SUMMATIVE 2014</u></b>		<b><u>SPRING SUMMATIVE 2015</u></b>	
	<b>RHMS</b>	<b>STATE</b>	<b>RHMS</b>	<b>STATE</b>
<b>OVERALL</b>	836	836	832	837
Changes in Matter	833	836	829	836
Energy Transfers and Transformations	840	839	843	840
Rock and Fossil Formation	842	845	831	839
Energy, Force, and Motion	836	836	832	836
ILO1 Science Process and Thinking	838	838	833	838
ILO3 Science Concepts and Principles	833	836	833	837
ILO4 Scientific Communication	839	837	834	836
ILO5/6 Social and Historical Aspects of Science and Nature of Science	839	841	832	838

# SAGE RESULTS

Science Grade 8



SCHOOL IMPROVEMENT PLAN  
SMART GOALS  
PROFESSIONAL DEVELOPMENT



Goal	<p><b>Goal #1:</b> Assure learning and academic achievement for all students with 43% of students at Red Hills Middle School reaching grade level proficiency and 90% of students meeting their growth targets as measured by the SAGE test in language arts. The EXPLORE assessment will also be used as an indicator for academic achievement with the goal of 53% of students meeting a target of 15 in reading and 73% of students meeting a target of 13 in language arts.</p>
Strategies	<ul style="list-style-type: none"> <li>▪ Ongoing comprehensive academic needs assessments of student achievement and learning, using a variety of data and implementation of school-wide reform strategies where needed.</li> <li>▪ A research based curriculum and delivery framework that is developmentally responsive to the unique needs of middle level learners. That includes: <ul style="list-style-type: none"> <li>▪ Differentiated instruction using systems for prevention and intervention as well as high engagement activities, which focus on individual student learning styles and needs.</li> <li>▪ Practices that challenge all students with instruction, assessment, support, and time to meet rigorous academic standards.</li> </ul> </li> <li>▪ Opportunities for teachers to improve their practice through professional development offerings and the opportunity to work in collaborative teams to improve instruction.</li> <li>▪ Home/school partnerships anchored by effective communication.</li> </ul>

# SMART GOAL #1

ELA, READING AND WRITING

Goal	<p><b>Goal #2:</b> Assure learning and academic achievement for all students with 43% of students at Red Hills Middle School reaching grade level proficiency and 90% of students meeting their growth targets as measured by the SAGE test in mathematics. The EXPLORE assessment will also be used as an indicator for academic achievement with the goal of 45% of students meeting a target of 17 in math.</p>
Strategies	<ul style="list-style-type: none"> <li>▪ Ongoing comprehensive academic needs assessments of student achievement and learning, using a variety of data and implementation of school-wide reform strategies where needed.</li> <li>▪ A research based curriculum and delivery framework that is developmentally responsive to the unique needs of middle level learners. That includes: <ul style="list-style-type: none"> <li>▪ Differentiated instruction using systems for prevention and intervention as well as high engagement activities, which focus on individual student learning styles and needs.</li> <li>▪ Practices that challenge all students with instruction, assessment, support, and time to meet rigorous academic standards.</li> </ul> </li> <li>▪ Home/school partnerships anchored by effective communication.</li> <li>▪ Opportunities for teachers to improve their practice through professional development offerings and the opportunity to work in collaborative teams to improve instruction.</li> </ul>

# SMART GOAL #2

MATHEMATICS

Goal	<p><b>Goal #3:</b> Assure learning and academic achievement for all students with 80% of students at Red Hills Middle School reaching grade level proficiency as measured by the SAGE test in science. The EXPLORE assessment will also be used as an indicator for academic achievement with the goal of 30% of students meeting a target of 20 in science.</p>
Strategies	<ul style="list-style-type: none"> <li>▪ Ongoing comprehensive academic needs assessments of student achievement and learning, using a variety of data and implementation of school-wide reform strategies where needed.</li> <li>▪ A research based curriculum and delivery framework that is developmentally responsive to the unique needs of middle level learners. That includes:             <ul style="list-style-type: none"> <li>▪ Differentiated instruction using systems for prevention and intervention as well as high engagement activities, which focus on individual student learning styles and needs.</li> <li>▪ Practices that challenge all students with instruction, assessment, support, and time to meet rigorous academic standards.</li> </ul> </li> <li>▪ Home/school partnerships anchored by effective communication.</li> <li>▪ Opportunities for teachers to improve their practice through professional development offerings and the opportunity to work in collaborative teams to improve instruction.</li> </ul>

# GOAL SMART GOAL #3

SCIENCE

<p>Professional Development</p>	<p>Ongoing professional opportunities include:</p> <ul style="list-style-type: none"> <li>▪ Rigor and Engagement for the 5x5 schedule</li> <li>▪ Learning Canvas</li> <li>▪ Language Arts, Math, Social Studies and Science Teachers – Professional Development Seminars [when offered].</li> <li>▪ Regular collaboration meetings for grade-level teams and departments are scheduled to reinforce the successful implementation of core curriculum programs, analyze and disaggregate student data and focus instruction and interventions to meet all student’s individual learning needs.</li> <li>▪ All teachers participate in district level PLC meetings for their content area.</li> <li>▪ A team of teachers and the principal has participated in the Utah “Schools to Watch” Leadership Academy.</li> </ul>
<p>Scientifically-Based Research Support</p>	<p>The result of team collaboration and professional development activities is that each team members become more certain regarding what students must learn and how students will demonstrate their learning compared with other students at their grade level. Teachers also learn effective strategies to enhance their instructional skills resulting in better outcomes for student.</p>
<p>Expected Impact in Core Academic Areas</p>	<p>Collaborative teams work together to identify students who need additional time and support to become proficient, and team members are able to help one another address concerns and build on their teaching strengths revealed by the achievement data.</p>

# PROFESSIONAL DEVELOPMENT PLAN

Schools-to-Watch, Canvas, 5 X 5 Schedule

# HIGHLY QUALIFIED TEACHERS

Teacher/Staff	Grade Level or Assignment	Highly Qualified?	
		Yes	No
Laurie Allen	General Music, Choir, Band	X	
Connie Carson	Girls Physical Education, Character Ed	X	
Terry Christensen	7 <sup>th</sup> and 8 <sup>th</sup> Grade Mathematics	X	
Miguel Echeverria	7 <sup>th</sup> Grade CCA, Digital Literacy, Keyboarding, Introduction to	X	
Collin Hales	7 <sup>th</sup> and 8 <sup>th</sup> Grade Science	X	
Ryan Harris	8 <sup>th</sup> Grade Language Arts, Creative Writing, Physical Education	X	
Deonna Heath	8 <sup>th</sup> Grade US History, 7 <sup>th</sup> Grade Utah Studies	X	
Cinnamon Holsclaw	7 <sup>th</sup> Grade Language Arts, 7 <sup>th</sup> Grade Science	X	
Justin Jensen	Art, Physical Education	X	
Connie Jolley	7 <sup>th</sup> Grade Math and Science	X	
Robyn Lloyd	Special Education	X	
Sallie Olsen	7 <sup>th</sup> Grade CCA, Family and Consumer Science	X	
Kylee Orton	6 <sup>th</sup> and 7 <sup>th</sup> Grade Language Arts	X	
Matt Pace	Special Education	X	
Heidi Peterson	6 <sup>th</sup> and 7 <sup>th</sup> Grade Reading		X
Steven Peterson	7 <sup>th</sup> Grade CCA, 8 <sup>th</sup> Grade Exploring Technology	X	
Debi Poulson	6 <sup>th</sup> Grade Social Studies, 7 <sup>th</sup> Grade Utah Studies	X	
Scott Saunders	Physical Education, Health	X	
Randy Trampas Williams	6 <sup>th</sup> and 7 <sup>th</sup> Grade Science	X	
Angela Wilmot	6 <sup>th</sup> Grade Math	X	

### Parent Meetings/Conferences

Parent conferences are held two times per year and CCR conferences once a year. Student success team meetings are held as needed for students who are struggling academically or behaviorally.

### Description and Explanation to Parents of School Curriculum, Assessments and State Standards

Curriculum, Assessments and State Standards are provided to parents at parent conferences. Academic assessment used at the school are; the SAGE Assessments, iReady weekly tests for math and language arts, and the EXPLORE for 8<sup>th</sup> grade students.

### Home/School Connections

Students receive a copy of their current grades at each mid-term and a final copy at the end of the term. Parents are encouraged to monitor their students' progress using Canvas. Electronic communication between home and school is also available using Canvas, email, on the school web site, Face Book and event reminders are sent via text message.

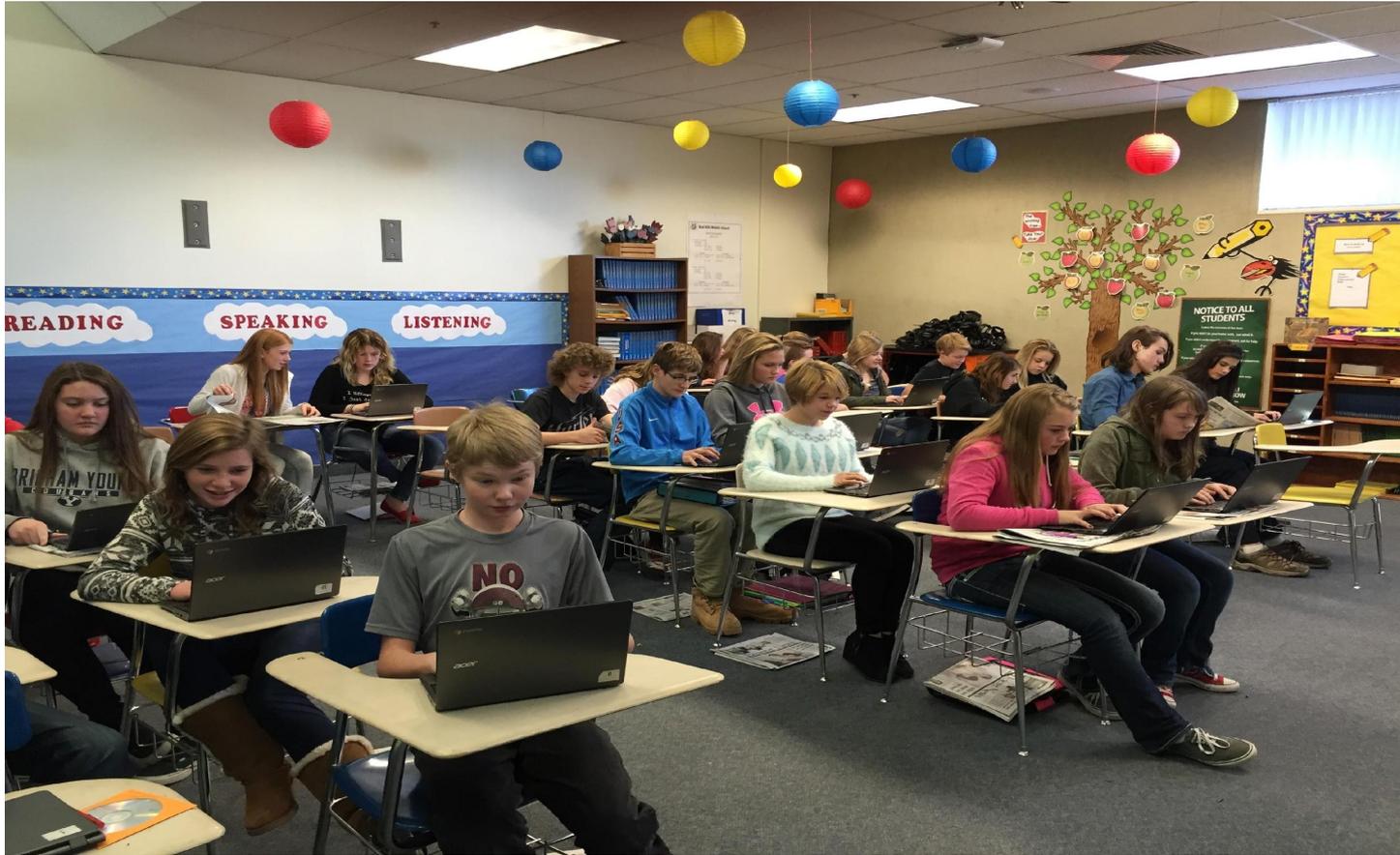
# PARENT INVOLVEMENT

Community Council & PTSA

<p>TRUST LANDS</p>	<p>24,500.00</p>	<p><b>Assist all students in meeting language arts, math, and science goals.</b> Trust lands funds will be leveraged to help all students achieve language arts, math and science goals. Support for the language arts, math and science programs will be provided by purchasing software programs and/or iPad Apps, books and other curriculum materials to supplement instruction in the classroom.</p> <p><b>Offer opportunities for teachers to participate in professional development offerings and to work in collaborative teams to improve instruction.</b> Funds will be utilized to provide substitutes to allow teachers to plan collaboratively during the regular school day. Monies will also be used to pay for professional development seminars and travel expenses</p> <p><b>Student tracking.</b> Funds will provide salary for an instructional assistant and academic tutor to track attendance and provide interventions to assist students at-risk of failing multiple classes.</p> <p><b>Additional Reading Classes</b> Funds will provide salary for a teacher to offer additional reading classes.</p>
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# TRUST LANDS PLAN EXPENDITURES

2015-16



# TECHNOLOGY LEEWAY IMPLEMENTATION

Chrome Books, CCA Engineering Lab

# INTERVENTIONS & EXTENSIONS

## Interventions

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- After school tutoring
- Extended time in language & math classes
- Summer School
- Student tracker [staff member who tracks attendance, tardies, grade etc.]

## Extensions

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- Extended time in language and math classes
- USTAR classes, science and math
- Math Counts Team
- Leadership opportunities, NJHS, student council, PEER leadership group

# PHYSICAL SAFETY

Emergency drills scheduled on a regular basis [fire, intruder, earthquake, etc].

Staff participates in “table-top” exercises and regularly reviews procedures for drills and actual emergencies.

School personnel actively monitor hallways and campus.

Increased support from School Resource Officers Jim Brown and Jerrod Lefevre.

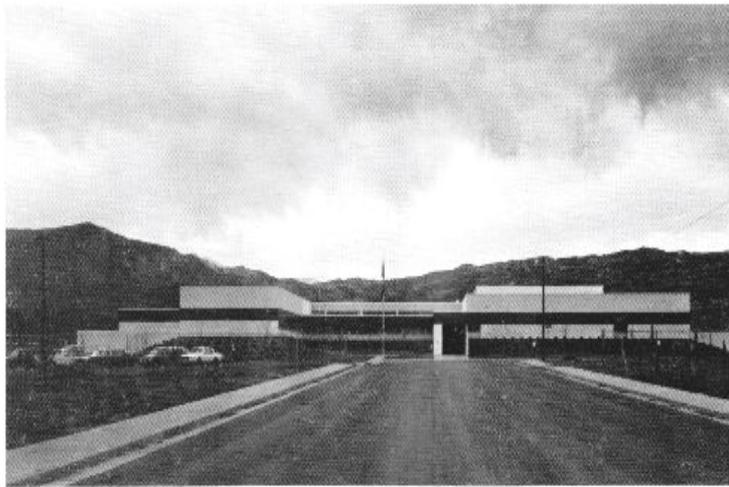
# EMOTIONAL SAFETY

- School Counseling Services – McKenzie Christensen
- Education Program
- “Cool-to-Care” Positive Behavior Support Program
- School Resource Officers Jim Brown and Jerrod Lefevre
- Anonymous reporting both in school and online
- Opportunities for service learning and participation in school-wide positive learning experiences

# Celebrating 30 Years at RHMS

1985

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2015

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**DECEMBER 9, 2015 – BOARD MEETING**

**ITEM #4. – PATRON DIALOGUE**

## **DECEMBER 9, 2015 – BOARD MEETING**

### **ITEM #5A. – DISCUSSION – ITEMS FROM THE BOARD**

- USBA Conference at Little America: January 7 – 9, 2016
- USBA Zions Bank Luncheon: Friday, January 8, 2016
- January Work Session
- April Board Meeting possible date change
- Other

## DECEMBER 9, 2015 – BOARD MEETING

### ITEM #5.B. – DISCUSSION – ITEMS FROM ADMINISTRATION

#### **Items from Superintendent Douglas**

##### ***Information Items:***

- Report from Sevier County Tax Hearing held December 8, 2015

##### ***Discussion Items:***

- 2015 Federal Cohort Graduation Rate Report \*See attached
- Focus and Support for Sevier School District Goal "We aren't hired to teach... We ensure students learn."
- Other

#### **Items from Gail Albrecht**

- New Science Core & Timeline (NGSS -Next Generation Science Standards)
- January 4th Professional Learning Day - SVC Theater Keynote 8:30 Adam Saenz *The Power of a Teacher* <https://sched.org/>
- Other

#### **Items from Chad Lloyd**

- Construction update
- Christmas Card contest winners
- Other

**DECEMBER 9, 2015 – BOARD MEETING**

**ITEM # 6. – CLOSED MEETING (2)**

## **DECEMBER 9, 2015 – BOARD MEETING**

### **ITEM #7. – ACTION ITEMS**

- Change Order RHS
- Other